STATE NORMAL SCHOOL FITCHBVRG MASSACHVSETTS

CATALOGVE AND CIRCVLAR
FOVRTH YEAR 1898 1899

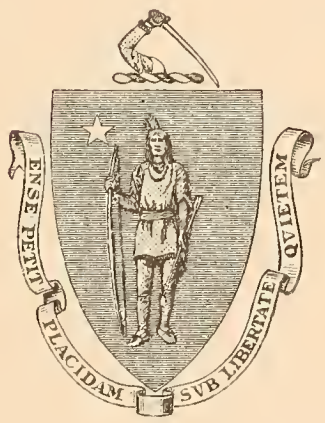
STATE NORMAL SCHOOL

(Including Model and Practice Schools),

FITCHBURG, MASS.

CATALOGUE AND CIRCULAR

For the Year ending June 23, 1899.



BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1899.

THE MAIN HALL.

State Board of Education, 1899.

ESTABLISHED IN 1837.

EX OFFICIO.

HIS EXCELLENCY ROGER WOLCOTT, *Governor.*
HIS HONOR W. MURRAY CRANE, *Lieutenant-Governor.*

BY APPOINTMENT.

		Term Expires
ELMER H. CAPEN, D.D.,	Somerville,	May 25, 1899.
ELIJAH B. STODDARD, A.M.,	Worcester,	May 25, 1900.
GEORGE H. CONLEY, A.M.,	Boston,	May 25, 1901.
Mrs. ALICE FREEMAN PALMER,	Cambridge,	May 25, 1902.
JOEL D. MILLER, A.M.,	Leominster,	May 25, 1903.
Mrs. KATE GANNETT WELLS,	Boston,	May 25, 1904.
FRANKLIN CARTER, Ph.D., LL.D.,	Williamstown,	May 25, 1905.
GEORGE I. ALDRICH, A.M.,	Newtonville,	May 25, 1906.

SECRETARY.

FRANK A. HILL, Litt. D., ... Cambridge.

CLERK AND TREASURER.

C. B. TILLINGHAST, A.M., ... Boston.

AGENTS.

JOHN T. PRINCE, Ph.D., ... Newtonville.
GRENVILLE T. FLETCHER, A.M., ... Northampton.
HENRY T. BAILEY, ... North Scituate.
JAMES W. MACDONALD, A.M., ... Stoneham.

BOARD OF VISITORS.

HON. JOEL D. MILLER. ELMER H. CAPEN, D.D.

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INSTRUCTORS.

NORMAL SCHOOL.

JOHN G. THOMPSON, Principal.

Pedagogy.

Edwin A. Kirkpatrick,	*Psychology and Child Study.*
Preston Smith,	*Natural Science.*
Joseph T. Whitney,	*Manual Training.*
Flora E. Kendall,	*English and Geography.*
Helen M. Humphrey,	*History and Mathematics.*
Annette J. Warner,	*Drawing.*
Abby P. Churchill,	*Nature Study.*
Elizabeth D. Perry,	*Music and Gymnastics.*

PRACTICE SCHOOLS.

CHARLES S. ALEXANDER, Principal.

Supervisor in Grammar Grades.

Nellie B. Allen,	*Supervisor in Grammar Grades.*
Mary I. Chapin,	*Supervisor in Intermediate Grades.*
Mattie E. Cole,	*Supervisor in Primary Grades.*
Caroline Hagar,	*Assistant.*
Annette J. Warner,	*Supervisor of Drawing.*
Abby P. Churchill,	*Supervisor of Nature Study.*
Elizabeth D. Perry,	*Supervisor of Music and Gymnastics.*
Joseph T. Whitney,	*Manual Training.*

MODEL SCHOOLS.

L. Frances Jones,	*Grade I.*
Ida M. Austin,	*Grade II.*
Mary L. Merrill,	*Grade III.*
Alice C. Plumer,	*Grade IV.*
Mary McConnell,	*Grade V.*
Frances Clark,	*Grade VI.*
Blanche L. Russell,	*Grade VII.*
Rolina H. Lewis,	*Grade VIII.*

KINDERGARTEN.

Emily M. Smith,	*Principal.*
Georgiana H. Jubb,	*Assistant.*

CALENDAR.

Vacations and Holidays are marked by Light-face Figures; School Days are marked by Full-face Figures.

...1899...

JULY.

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...1900...

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CALENDAR.

(See opposite page.)

FIFTH SCHOOL YEAR, 1899–1900.

1899.	June 21, Wednesday, . . .	Public graduation.
	June 22 and 23, Thursday and Friday, ...	First entrance examination.
	September 12 and 13, Tuesday and Wednesday, . . .	Second entrance examination.
	September 14, Thursday, . .	Fall term begins.
	November 30, December 1 and 2, Thursday, Friday and Saturday,	Thanksgiving recess.
	December 23, Saturday, . .	Fall term ends.

WINTER VACATION, TWO WEEKS.

1900.	January 9, Tuesday, . . .	Winter term begins.
	February 22, Thursday, . .	Washington's birthday.
	March 31, Saturday, . . .	Winter term ends.

SPRING VACATION, ONE WEEK.

	April 10, Tuesday, . . .	Spring term begins.
	April 19, Thursday, . . .	Patriots' day.
	May 30, Wednesday, . . .	Memorial day.
	June 27, Wednesday, . . .	Public graduation.
	June 28 and 29, Thursday and Friday, ...	First entrance examination.

SUMMER VACATION, TEN WEEKS.

	September 11 and 12, Tuesday and Wednesday, . . .	Second entrance examination.
	September 13, Thursday, . .	School year begins.

There is no session of the school on Monday. On other days the hours are from 9 A.M. to 12 M., and from 1.45 P.M. to 3.45 P.M. Entrance examinations begin at 9 A.M.

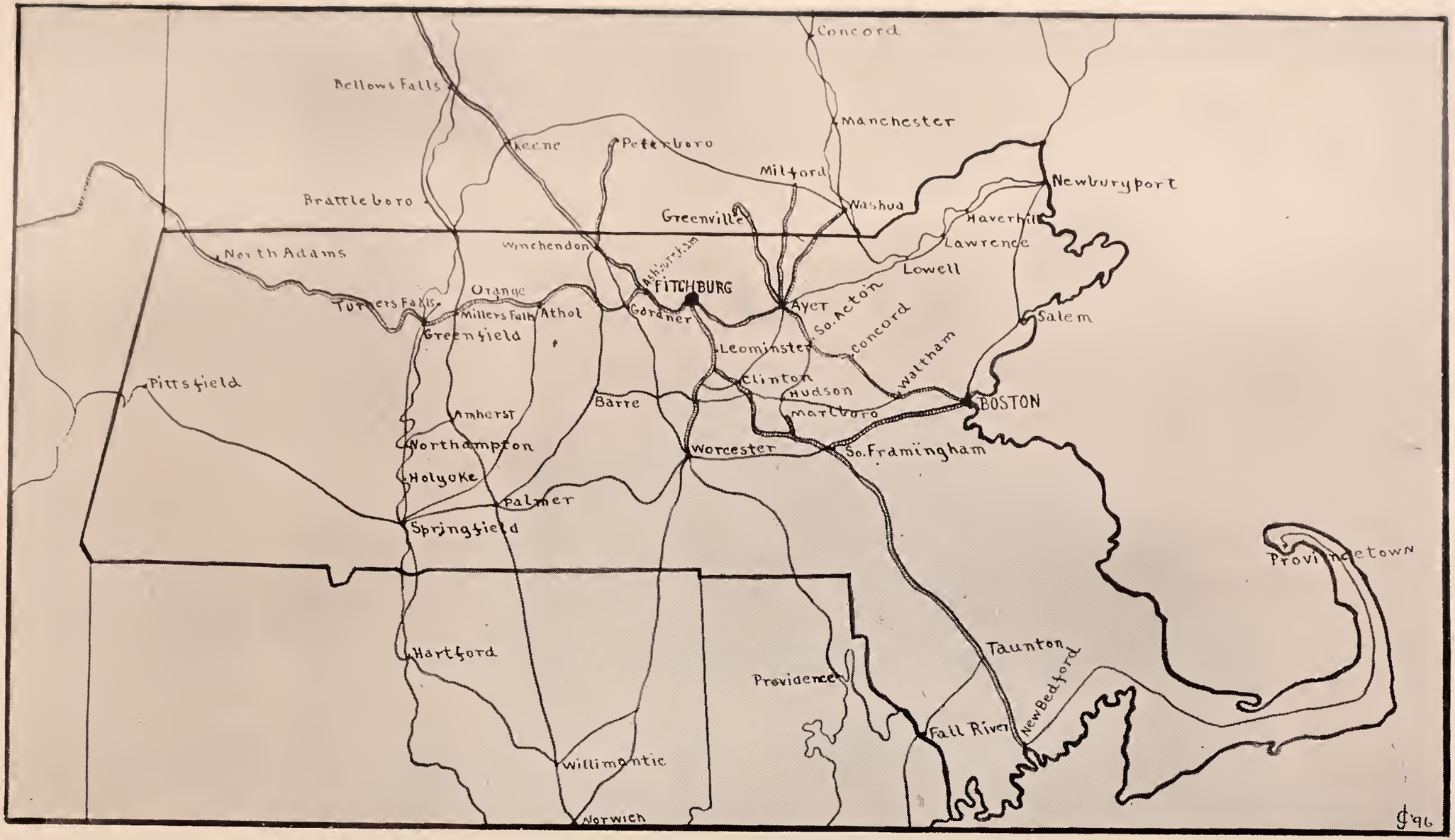
State Normal School at Fitchburg.

HISTORICAL SKETCH.

In pursuance of a resolve of the Legislature of Massachusetts, this school was opened in temporary quarters in July, 1895. The school was moved into its present quarters in December, 1896. Four classes have been admitted, a total of 203 pupils, representing six States and forty-eight towns and cities. Seventy-one of this number have had experience in teaching, in several cases an experience of five or more years. Two classes (sixty-nine pupils) have been graduated. Of these sixty-nine, eleven have completed the advanced course, one the kindergarten course, and eleven others are remaining to take further work at the school in the advanced course. The demand upon this school for teachers has been much greater than the supply, so that even those who have failed to meet the requirements in actual teaching in the practice school, and have therefore failed of graduation, have not had difficulty in obtaining positions as teachers.

LOCATION.

Fitchburg, one of the most rapidly growing and enterprising cities of Massachusetts, had in 1895 a population of 26,409. It is readily reached by railroad from any point in the New England States, situated as it is on the Fitchburg Railroad, one of the two trunk lines crossing Massachusetts, and at the terminus of the northern division of the New York, New Haven & Hartford Railroad. An almost inexhaustible supply of pure water and its excellent system of sewers and drainage, combined with its naturally healthful situation, make it one of the most desirable cities for residence in the State. Its large and well-selected public library and its fine art museum, together in the beautiful Wallace Building, afford unusual advantages for special work by normal school pupils.


Concord
Bellows Falls
Manchester
Keene
Peterboro
Milford
Newburyport
Brattleboro
Washua
Greenville
Haverhill
Lawrence
North Adams
Winchendon
Ashburnham
Lowell
FITCHBURG
Orange
Turners Falls
Millers Falls
Athol
Gardner
Ayer
So. Acton
Salem
Greenfield
Concord
Leominster
Pittsfield
Clinton
Waltham
Hudson
Barre
BOSTON
Amherst
Marlboro
Northampton
Worcester
So. Framingham
Holyoke
Palmer
Springfield
Provincetown
Taunton
Hartford
Providence
New Bedford
Fall River
Willimantic
Norwich
'96

BUILDINGS AND GROUNDS.

The normal school proper, a cut of which forms the frontispiece of this catalogue, has been erected and furnished by the Commonwealth of Massachusetts at a cost of about $175,000. It is situated within ten minutes' walk of the union station, upon an elevation reached by a gentle grade. Electric cars connect the school with all parts of the city and with the neighboring towns. Students are carried at half fare. The situation of the school, although very easy of access by a scarcely perceptible incline, gives an extended and beautiful view in nearly every direction, showing Pearl hill on the north, Woods hill on the west, Mount Wachusett on the south and Lunenburg hills and meadows on the east.

The school is thoroughly equipped in all departments, — library, science, nature study, manual training, drawing, photography, gymnasium, lunch room, etc.

The grounds, about five and a half acres in extent, afford ample opportunity for lawn tennis, croquet and other out-door exercises.

MODEL SCHOOLS.

These are schools for observation, taught by the best teachers that diligent search and large salaries have been able to procure. The kindergarten, and first, second and third grades are at present housed in the normal school building; grades four and five in the Highland Avenue school, a building furnished by the city of Fitchburg; grades six, seven, eight, and the ungraded in the Day Street school with the practice schools.

PRACTICE SCHOOLS.

Two Years' Course.

These are in the Day Street school, a fifteen-room building, furnished by the city of Fitchburg. All grades, from beginners (grade one) through grade eight, are found in this building. Each pupil of the normal school, at some time during her course, is in charge of one of these rooms for about fourteen weeks.

Advanced Course.

By arrangement with the city of Fitchburg and with the towns of Leominster and Lunenburg, pupils taking this course teach twenty weeks or longer in one of the town schools, at a salary of

eight dollars per week, at the same time taking Saturday work at the normal school. This practice is in addition to the practice required in the two years' course. At the close of their teaching, these pupils return to the normal school for twenty weeks of regular work.

The practice schools are in charge of a principal and eight supervisors. Over eight hundred pupils have been in attendance in the model and practice schools during the past year.

COURSES OF STUDY.

This school offers five courses, — a general two years' course, an advanced course, a kindergarten course, a special course of one year for experienced teachers, and a special course of one year for college graduates.

The Two Years' Course.

This course is designed primarily for those who aim to teach in public schools below the high school grade. It comprises substantially the following subjects: —

1. Psychology, history of education, principles of education, methods of instruction and discipline, school organization and the school laws of Massachusetts.

2. Methods of teaching the following subjects: —

(*a*) English, — reading, language, rhetoric, composition, literature and history.

(*b*) Mathematics, — arithmetic, book-keeping, elementary algebra and geometry.

(*c*) Science, — elementary physics and chemistry, geography, physiology and hygiene, and the study of minerals, plants and animals.

(*d*) Drawing, vocal music, physical culture and manual training.

3. Observation and practice in the training school and observation in other public schools.

The amount of work in this course is so great that only those who enter upon it most thoroughly prepared can hope to complete it, with the required practice, in the time assigned to it.

The Advanced Course.

This is an extension of the work of the two years' course, consisting of at least twenty weeks' additional practice in the practice schools, at a salary of eight dollars per week, and at least twenty

weeks' additional work at the normal school proper in pedagogy, child study and in such other subjects as the pupils taking the course seem most to need. This course is open only to a limited number of graduates from the two years' course.

Kindergarten Course.

The kindergarten course requires at least two years for its completion. In general, students would be required to complete the general two years' course before taking up the year of practical work with the children and the theory and history of the kindergarten.

Candidates for admission to this course should not only be able to meet the requirements for admission to the general two years' course, but should also be able to sing and to play the piano.

Special One Year's Course for Teachers.

Teachers of considerable experience in teaching, who bring satisfactory testimonials, may, with the consent of the principal and of the Board of Visitors, select a course approved by the principal, from the general two years' course, which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Candidates for this course are not required to take the regular entrance examination.

Special One Year's Course for College Graduates.

Graduates of colleges and universities, and of high schools of a high grade and standing, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the general two years' course of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Candidates are admitted to this course without examination. Since the opening of the school, graduates of Dartmouth, Smith and Boston University have taken the course wholly or in part. The demand for college graduates with normal training is much greater than the supply.

SATURDAY CLASSES FOR TEACHERS.

With the beginning of the spring term of 1897, the Monday session of the school was changed to Saturday. This change was made so that teachers in regular employment might receive in some measure the benefit of the work at the normal school. During the past year nearly one hundred teachers have availed themselves of the opportunity offered. Those who wish to take up Saturday work, to begin with the opening of the fall term, September, 1899, are requested to send their names to the principal. Those who attend regularly any course or courses in this Saturday work for teachers will receive upon application a certificate for the same.

DESIGN OF THE SCHOOL AND GENERAL PLAN OF WORK.

The State Board of Education declares: "The design of the normal schools is strictly professional; that is, to prepare, in the best possible manner, their pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

"To this end there must be the most thorough knowledge, *first*, of the branches of learning required to be taught in the schools; *second*, of the best methods of teaching those branches; and *third*, of right mental training."

Students entering the normal school must be graduates of approved high schools, or have an equivalent education. They have, therefore, spent twelve or more years in the academic study of the subject-matter required to be taught in the public schools. For this reason, if for no other, the study of subjects for the purpose of storing up knowledge or as a means of mental discipline must in the normal school be secondary or incidental.

Though the work of the normal school must be professional, — to develop the power to manage and to teach, — it does not follow that there may not be thereby a great gain in scholarship. The best way to fix knowledge is to teach others; and new facts and truths are more readily acquired and assimilated when necessity sends us in search of them. By making the work of this school strictly professional, much more of vital importance to teachers will be gained and nothing of scholarly attainment need be lost.

In brief outline, the plan of work at the Fitchburg Normal School is as follows: —

The entering class is divided into groups of from twelve to twenty. The members of each group are selected because of their fitness to work together.

The first four to six weeks after entrance are devoted to general class-room work, following which, a few weeks are spent in the study of the kindergarten.

About half of the morning session of each day is spent in observing the children and the teachers at work. In the afternoon the principal of the kindergarten meets the class, and explains, as fully as possible in the short time assigned to this work, the kindergarten principles.

The students also meet with the director of child study, who assists and guides them in observing the children.

This work in no way takes the place of or interferes with the regular kindergarten course.

From the kindergarten the divisions proceed to the first grade of the model schools and from thence on through the grades.

The periods for observation are so arranged as to cover the work of the children in all subjects, and also so as to come at different hours on successive days.

The observation is directed by the heads of the various departments, with whom the students meet regularly for discussion of the work observed and of courses of study and methods of teaching. When the students have studied all the grades in the manner described they will be familiar with courses of study now adopted in the best schools and with methods of teaching as exemplified by the work of the best teachers.

Side by side with the observation of the teaching in the various grades and the discussion and study of courses and methods, the study of children is pursued under the guidance of the director of child study, so that courses and methods may be discussed and judged in terms of the child mind and its growth. It is hoped by this work to build up in the mind of the normal student ideas as clear and definite as may be of the kindergarten pupil, of the child of five, of six, of seven, of eight years of age, and so on up to the high school age; to render students familiar, through observation and study, with discovered laws of the physical and mental growth of children; to lead them to see and recognize different kinds and types of children; to help them notice and to teach them to interpret defects, physical and mental, and to show

them how such defects may be remedied; to awaken in them sympathy and love for children, so that each student may, as far as possible for an adult, be able tc put herself in the child's place, and to look at the teacher and the school from that point of view.

Following this work in observation is work in teaching in the respective grades. For example, the normal students, having observed a lesson in number in the first grade, are required to prepare the lesson which should follow, and a student whose plan has been accepted by the teacher in charge is asked to teach the class the next day. Of course this work in teaching does not come until the students are quite familiar with the work of the grade. As the work of the class proceeds through the grades, these exercises in preparation and in teaching are continued.

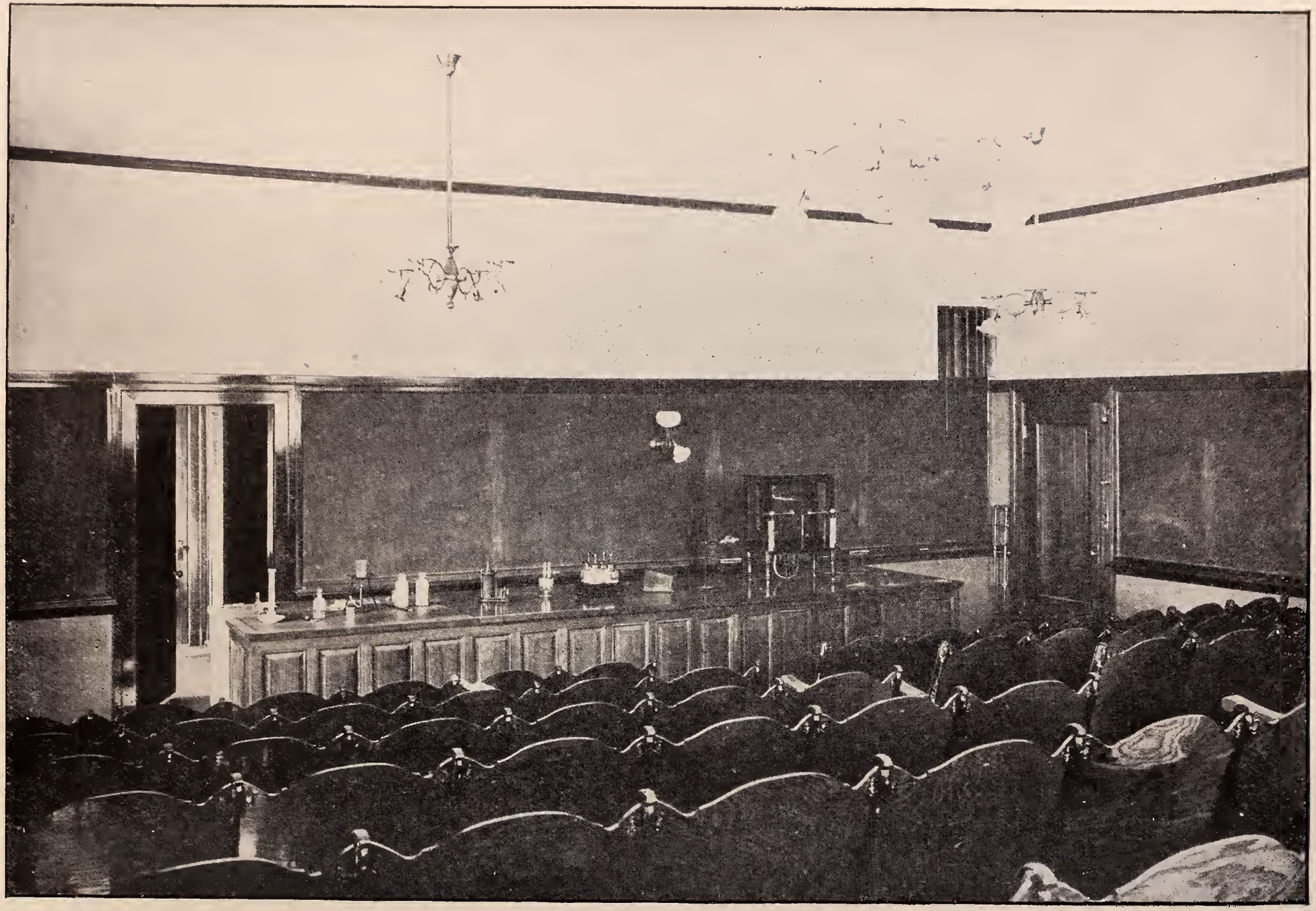
In April following the admission of the student, she is assigned the room in the practice school in which she is to teach for fourteen weeks the following year.

From April till the close of her first year she spends one day each week at the practice school, studying the children she is to teach, and preparing, under the direction of the supervisors of practice, for her special work.

While this work in observation and child study is progressing, the students have regular work in psychology and general pedagogy.

One-third of the second year is spent by the student in teaching under expert supervision, but with as full a responsibility for general management and discipline as though she were in charge of a room in any town or city school. *Each pupil, before receiving a diploma, not only shall have faithfully and honorably completed a full course of study in the normal school proper, but also shall have demonstrated in the practice school her ability to control and to teach.*

The remaining two-thirds of the second year are spent in the study of children, as a basis for a thesis to be prepared for graduation, in the study of biology and genetic psychology, history of education, physical culture, vocal culture, gymnastics and manual training, in collecting material for and performing simple graded experiments in physics and chemistry (such experiments as may be used in grades below the high school), in the study of English classics that may be read below the high school, of algebra and geometry for grammar grades, and in the study of nature. By nature study is meant not simply or chiefly the scientific, technical study of animals, plants and forces. While recognizing the neces-



sity and importance of this phase of nature study, the Fitchburg Normal School seeks especially to develop a love of nature. It believes that this can be brought about only through contact with nature; that those who develop and foster this love are they who are, as a recent writer has put it, "very constantly in the presence and company of nature. They not only seize, they make, opportunities for getting into the woods, for loitering in the fields, for exploring the streams, for walking across the country. . . . They constantly emphasize the world about them by constantly seeing it and meditating upon it; and so it comes to pass with them that the beautiful order of seasons, stars, flowers and verdure which surrounds us, and which most of us barely notice, becomes a constant companionship in their most secret thoughts and in their daily occupations."

A large amount of field and experimental work is required, especially in geography, geology, other natural sciences and nature work. Pupils are not expected to get from books what they can, without too great expense of time and effort, get from nature herself.

To aid in the preparation of teaching exercises and for ready reference each pupil is supplied with a small consulting library, which she is to supplement by the school library and the Fitchburg public library. The following are the books in the consulting library furnished each member of the school: —

Pith of Astronomy — Bayne.
Physical Geography — Guyot.
Complete Geography — Frye.
Compend of Geology — LeConte.
Tables for Determination of Common Minerals — Crosby.
Common Minerals and Rocks — Crosby.
Our Common Birds and how to know them — Grant.
Lessons in Botany — Gray.
How to know the Wild Flowers — Dana.
The Trees of North-eastern America — Newhall.
The Shrubs of North-eastern America — Newhall.
History of the United States — Fiske.
Ancient History — Myers.
Mediæval and Modern History — Myers.
Civil Government in the United States — Fiske.
An Outline of Lessons in Drawing for Rural Schools — Bailey and Sargent.
English Literature Primer — Brooke.

American Literature Primer — Watkins.
English Grammar — Whitney and Lockwood.
Practical Rhetoric — Genung.
Classic Myths — Gayley.
Academic Dictionary — Webster.
Report of the Committee of Fifteen.
The Public Statutes of Massachusetts relating to Public Instruction.

As far as possible, pupils are made acquainted with not only the ideas but also with the personalities of leading educators.

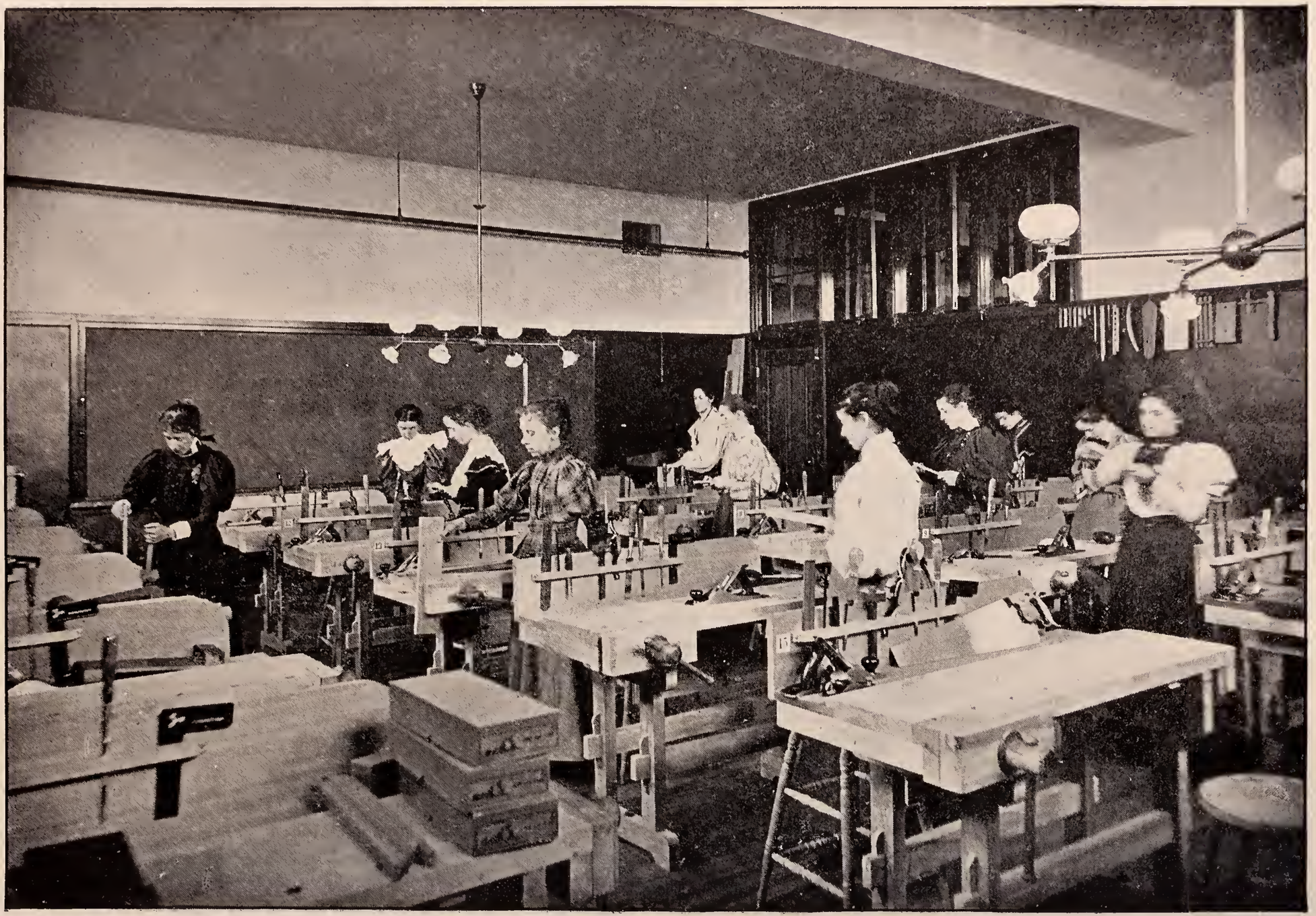
During the past year the following addresses have been given : —

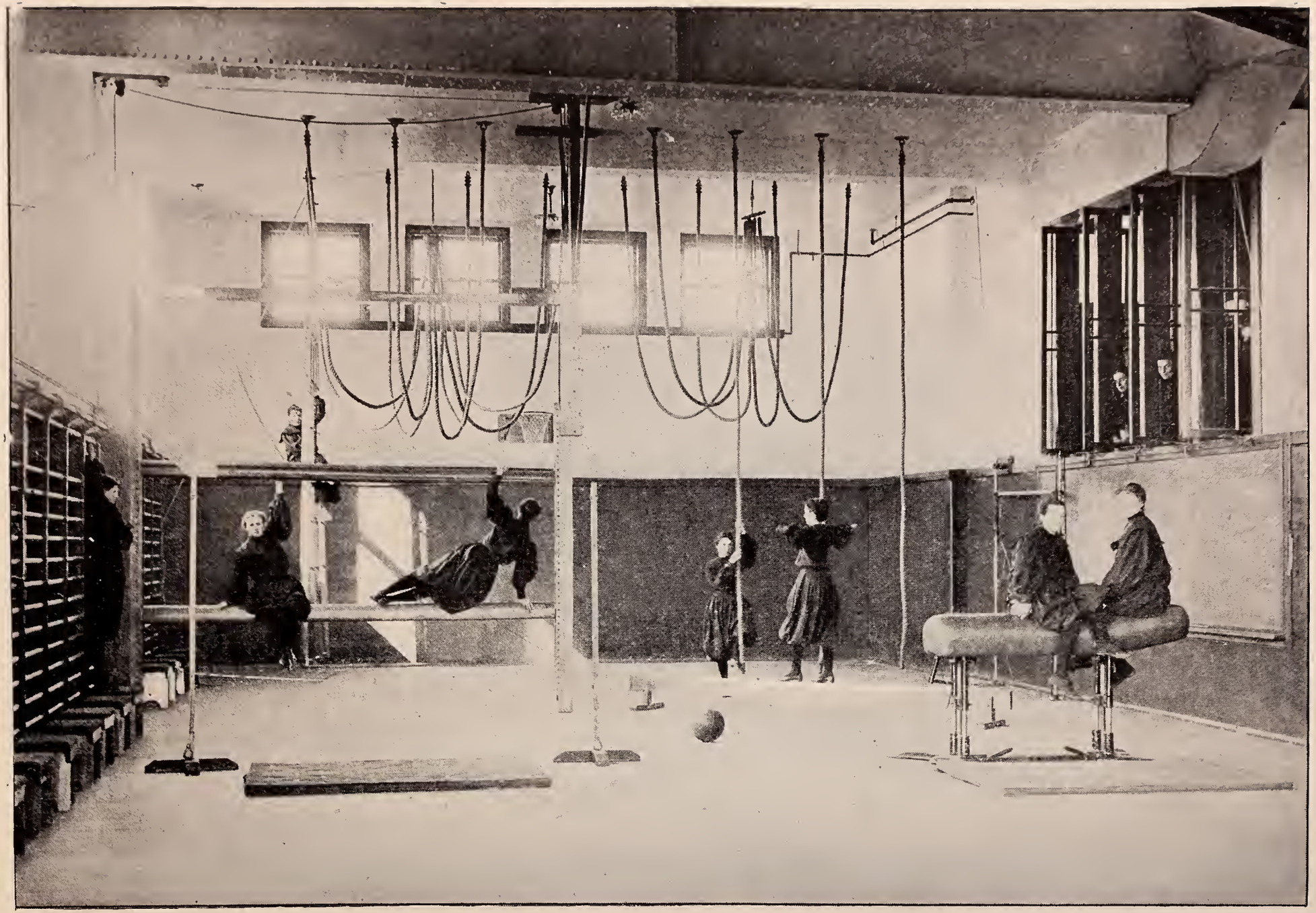
Mr. George H. Martin — The Artist and the Artisan.
Mr. William J. Mann — American History.
Supt. I. Freeman Hall — Unity of School Work
Hon. Alfred S. Roe (two lectures) : —
The Governors of Massachusetts.
The Passion Play.
Dr. Thomas H. Mann — Personal Recollections of a Rebel Prison.
Rev. George R. Hewitt — Robert Burns.
Mr. Henry T. Bailey — Constantinople.
Prof. John M. Tyler (twelve lectures) : —
The Education of Mankind and of the Child in the Light of the Doctrine of Evolution, —
Introduction: The Teacher and the State.
The Theory of Evolution.
The Beginnings of Structure.
Worms and their Descendants.
Vertebrates: Backbone and Brain.
The Survival of the Fittest.
The Sequence of Function.
The Sequence of Motives.
Inherited Results of Experience.
Man and his Possibilities.
Nature Study in our Schools.
The Teacher's Problem.
Mr. Frank M. Chapman — The Educational Value of Bird Study.

The Memorial Day addresses were delivered by Secretary of State William M. Olin and State Auditor John W. Kimball.

Rev. J. DeWolf Perry preached the baccalaureate sermon on "Concentration."

The annual address at graduation was delivered by Rev. Alexander McKenzie.





REQUIREMENTS FOR ADMISSION.

Candidates for admission must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; and must be free from any disease or infirmity which would unfit them for the office of teacher. They must present certificates of good moral standing, give evidence of good intellectual capacity (*records of their scholarship standing in the high schools are desired*) and be graduates of high schools whose courses of study have been approved by the Board of Education; or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, *the equivalent of a good high school education*. They must also declare their intention to complete the course of study in this school, if possible, and afterward to teach in the public schools of Massachusetts. The examinations for admission shall cover such elementary and high school subjects as may be determined by the Board.

Until further notice, the examinations will embrace papers on the following groups, a single paper with a maximum time allowance of two hours to cover each of groups 1, 2 and 4, and a single paper with a maximum time allowance of one hour to cover each of groups 3 and 5 (*five papers with a maximum time allowance of eight hours*) : —

1. *Languages.* — (*a*) English, with its grammar and literature, and (*b*) one of the three languages, — Latin, French and German.

2. *Mathematics.* — (*a*) Arithmetic, (*b*) the elements of algebra and (*c*) the elements of plane geometry.

3. *History and Geography.* — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

4. *Sciences.* — (*a*) Physical geography, (*b*) physiology and hygiene, (*c*) physics, (*d*) botany and (*e*) chemistry.

5. *Drawing and Music.* — (*a*) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (*b*) musical notation.

A reasonable allowance for equivalents will be made in case a candidate, for satisfactory reasons, has not taken a study named for examination. Successful experience in teaching is taken into account in the determination of equivalents.

Oral Examinations.

Candidates will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to them and the school, at the discretion of the examiners. In this interview the object is to gain some impression about the candidates' personal characteristics and their use of language, as well as to give them an opportunity to furnish any evidences of qualification that might not otherwise become known to their examiners. Any work of a personal, genuine and legitimate character that candidates have done in connection with any of the groups that are set for examination, and that is susceptible of visible or tangible presentation, may be offered at this time, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature, the following kinds of possible presentation are suggested, but the candidates may readily extend the list: —

1. A book of drawing exercises, — particularly such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniments of diagrams, observations and conclusions.

3. Any essay or article that presents the nature, successive steps and conclusion of any simple, personally conducted investigation of a scientific character, with such diagrams, sketches, tables and other helps as the character of the work may suggest.

4. Any exercise book containing compositions, abstracts, analyses or other written work that involves study in connection with the literature requirements of the examination.

Note-books and exercises should be accompanied by a certificate from the teacher, declaring them to be the work of the student who presents them.

Candidates are requested to present at the time of examination a certificate of good moral character, a certificate of standing in scholarship and conduct in the high school, and a physician's certificate stating that the candidate is free from any disease or infirmity which would unfit him or her for the office of teacher.

A GAME OF BASKET BALL.

It may be said, in general, that if the ordinary work of a good statutory high school, as defined by section 2, chapter 496 of the Acts of 1898, is well done, a student should be able to meet the requirements of these examinations. *They cannot be too earnestly urged, however, to avail themselves of the best high school facilities attainable in a four years' course, even though they should pursue studies to an extent not insisted on, or take studies not prescribed, in the admission requirements.*

The importance of a good record in the high school cannot be over-estimated. The stronger the evidence of character, scholarship and promise, of whatever kind, candidates bring, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence they may have in guarding themselves against the contingencies of an examination and of satisfying the examiners with their fitness.

PRELIMINARY EXAMINATION.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, each group to be presented in full: —

2. Mathematics.
3. History and Geography.
4. Sciences.
5. Drawing and Music.

See page 17.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows: —

_____ has been a pupil in the

_____ school for _____ years, and is, in my judgment, prepared to pass the normal school preliminary examination in the following group or groups of subjects and the divisions thereof: —

_____

_____

Signature of principal or teacher, _____

Address, _____

2. The group known as *1. Languages* must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as *4. Sciences* should also be reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in June. Divisions of the final or complete examinations between June and September is permissible; but it is important, both for the normal school and for the candidate, that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

SPECIAL DIRECTIONS.

1. LANGUAGES.

(*a*) *English.* — The importance of a good foundation in English cannot be overrated. The plan and the subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England. While candidates are strongly advised to study, either in school or out, *all* the works given in this plan, the topics and questions will be so prepared, until further announcement, that any candidate may expect to meet them who has mastered *half* of the works assigned for reading (or a bare majority of them) and *half* of the works assigned for study and practice, the selection to be at the candidate's option or that of the school which he attends.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement and marked accordingly.

1. *Reading and Practice.* — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics to be chosen by the candidate from a considerable

A MODEL SCHOOL—GRADE TWO.

A PRACTICE SCHOOL—GRADE ONE.

number — perhaps ten or fifteen — set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified by his instructor, containing compositions or other written work done in connection with the reading of the books.

The books set for this part of the examination will be: —

1899. — Dryden's *Palamon and Arcite;* Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* De Quincey's *The Flight of a Tartar Tribe;* Cooper's *The Last of the Mohicans;* Lowell's *The Vision of Sir Launfal;* Hawthorne's *The House of the Seven Gables.*

1900. — Dryden's *Palamon and Arcite;* Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Scott's *Ivanhoe;* De Quincey's *The Flight of a Tartar Tribe;* Cooper's *The Last of the Mohicans;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal.*

1901. — Shakespeare's *Merchant of Venice;* Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Cooper's *The Last of the Mohicans;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

In preparation for this part of the requirement, it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure, and will also test the candidate's ability to express his knowledge with clearness and accuracy.

The books set for this part of the examination will be: —

1899. — Shakespeare's *Macbeth;* Milton's *Paradise Lost*, Books I. and II.; Burke's *Speech on Conciliation with America;* Carlyle's *Essay on Burns.*

1900. — Shakespeare's *Macbeth;* Milton's *Paradise Lost*, Books

I. and II.; Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

1901. — Shakespeare's *Macbeth;* Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts of those periods of English literary history to which the prescribed works belong.

(*b*) *One only of the three languages, Latin, French and German.* — The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language. Candidates are earnestly advised to study *Latin* and either *French* or *German.*

2. Mathematics.

(*a*) *Arithmetic.* — Such an acquaintance with the subject as may be gained in a good grammar school.

(*b*) *Algebra.* — The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

(*c*) *Geometry.* — The elements of plane geometry, as presented in any high school text-book. While a fair acquaintance with ordinary book work in geometry will, for the present, be accepted, candidates are advised, so far as practicable, to do original work with both theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

3. History and Geography.

Any school text-book on United States history will enable candidates to meet this requirement, provided they study enough of geography to illumine the history, and make themselves familiar with the grander features of government in Massachusetts and the United States. Collateral reading in United States history is strongly advised.

4. Sciences.

(*a*) *Physical Geography.* — The mastery of the elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study

of some elementary text-book on physical geography, better preparation still is assured.

(*b*) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(*c*), (*d*) *and* (*e*) *Physics, Chemistry and Botany.* — The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in good high schools. Study of the foregoing sciences, or of some of them, with the aid of laboratory methods, is earnestly recommended.

5. Drawing and Music.

(*a*) *Drawing.* — Mechanical and freehand drawing, — enough to enable the candidates to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, — form, color and arrangement.

(*b*) *Music.* — The elementary principle of musical notation, such as an instructor should know in teaching singing in the schools. Ability to sing, while not required, will be prized as an additional qualification.

TIMES OF EXAMINATIONS.

The first examination in 1899 will be held at 9 A.M., on Thursday and Friday, June 22 and June 23, at the normal school.

The second examination in 1899 will be held at 9 A.M., on Tuesday and Wednesday, September 12 and September 13, at the normal school.

Candidates are advised to present themselves, if possible, at the first examination.

TIMES OF ADMISSION.

New classes will be admitted only at the beginning of the fall term, and as the studies of the course are arranged progressively from that time, it is important that students should present themselves then for duty. In individual cases and for strong reasons, exceptions to this requirement are permissible, but only after due examination, and upon the understanding that the admission shall be at a time convenient to the schoo and to such classes only as the candidate is qualified to join.

DIPLOMAS AND CERTIFICATES.

It is impossible in the limited time spent in the practice school to give pupils special and continued training in more than one grade. Although the work in the normal school proper and the observation in the model schools bear upon all grades, yet, in general, graduates of the school are better fitted to take up for their first teaching after graduation the work of the grade, or of about the grade, in which they have been specially trained. For the benefit of superintendents and school committees, the principal gives with each diploma a certificate stating the grade in which the graduate has had special training, and giving a careful estimate of the kind of work in which, and the conditions under which, the holder is likely to achieve the greatest success.

GENERAL INFORMATION.

Tuition is free to all who declare their intention to teach in the public schools of Massachusetts; for others, tuition is thirty dollars a year.

Text-books and supplies are as free as in the public schools.

Season tickets, at greatly reduced rates, can be obtained from any of the railroads entering Fitchburg.

Board and rooms within a short distance of the normal school can be secured at reasonable rates.

State aid to a limited extent may be granted to deserving persons, after they have been in attendance for at least one term. Such aid is not furnished pupils whose homes are in Fitchburg.

Eight scholarships in the scientific department of Harvard University are available for graduates of the State normal schools. Each scholarship covers the annual expense for tuition, — one hundred and fifty dollars. Scholarships are given for the first year upon the recommendation of the normal school principals. They may be annually renewed on the recommendation of the faculty of the scientific department at Harvard.

Parents and friends of pupils and all others who are interested in our work are cordially invited to visit and inspect the school.

For catalogues, specimen examination questions for admission and such additional information as may be sought, address the principal at Fitchburg.

FITCHBURG, May 8, 1899.

Names of Students, 1898-99.

Two Years' Course.

First Class.

Needham, Mary E.,	Ashburnham

Second Class.

Connell, Margaret M.,	Concord.
Davis, Edith L.,	Fitchburg.
Finnegan, Mary L.,	Fitchburg.
Greenlaw, Hattie A.,	Leominster.
Hubbard, Luna B.,	Leominster.
Johnson, May,	Westminster.
Larrabee, Effie B.,	Westminster.
Moriarty, Mary E.,	Marlborough.
Ross, Amy L.,	Fitchburg.
Smith, N. Bernice,	Ayer.

Third Class.

Alexander, Grace E.,	Claremont, N. H.
Alexander, Lillian R.,	Northfield.
Austin, Ethel L.,	Fitchburg.
Byron, Margaret P.,	Gardner.
Carey, Martha C.,	Fitchburg.
Carter, A. Ethel,	Bedford.
Conrad, Marguerite A.,	Fitchburg.
Connor, Catherine M.,	Petersham.
Currier, Edith A.,	Bolton.
Dunn, Mary A.,	Fitchburg.
Ferson, Aimeé C.,	Fitchburg.
Gallagher, May A.,	Leominster.
Gilles, Katherine S.,	Fitchburg.
Goodhue, Mabelle F.,	Leominster.
Hapgood, Edith D.,	Winchendon.
King, Lena E.,	Fitchburg.
Littlehale, Della L.,	Fitchburg.

Maney, Kathryn M.,	West Boylston.
May, Nellie C.,	Maynard.
McIntyre, Annette,	Gardner.
Murray, Maud,	Fitchburg.
Neary, Katherine,	Southborough.
Newton, Anna E.,	Winchendon.
Nourse, Fidelia E.,	Bolton.
Phillips, Grace B.,	Fitchburg.
Robinson, Carolyn,	Ayer.
Sherwin, Bertha L.,	Fitchburg.
Smith, Maud A.,	Fitchburg,
Willard, Bertha M.,	Leominster.
Wood, Susie,	Westvale.

Fourth Class.

Barrett, Bertha M.,	Hudson.
Beer, Annie M.,	Fitchburg.
Belding, Florence A.,	Fitchburg.
Brooks, Clara L.,	Fitchburg.
Burns, Etta C.,	Ayer.
Burns, Mary E.,	Fitchburg.
Coleman, Ethel R.,	South Gardner.
Fairbank, Elva M.,	South Gardner.
Fogarty, Anna,	Fitchburg.
Gallagher, Esther G.,	Clinton.
Hunter, Lou E.,	South Ashburnham.
Jaquith, Bertha H.,	Peterboro, N. H.
Kent, Alice E.,	Fitchburg.
Mason, Eleanor A.,	Groton.
McNamara, James M.,	Fitchburg.
Meeds, Melvil F.,	Biddeford, Me.
Merriam, Grace E.,	Westminster.
Moran, Mary J.,	Fitchburg.
Mossman, Nettie R.,	Westminster.
Murnane, Mary M.,	Fitchburg.
Murphy, Annie E.,	Maynard.
Murphy, Nellie T.,	Fitchburg.
Murray, Georgiana,	West Gardner.
Ogilvie, Florence E.,	South Gardner.
Ogilvie, Jessie G.,	South Gardner.
O'Reilly, Sara C.,	Clinton.
Phelan, Elizabeth B.,	Fitchburg.
Pingry, Eunice E.,	Littleton.
Richardson, Marcia I.,	Fitchburg.
Shattuck, Frederick A.,	Fitchburg.
Thompson, Oliver S.,	Waukegan, Ill.
Thornton, Grace M.,	Lawrence.

One Year's Course for Teachers.

Babcock, Edith,	Fitchburg.
Baldwin, Marian,	North Brookfield.
Cummings, Grace M.,	Charlestown, N. H.
Farnsworth, Grace L.,	Still River.
Smith, Lenora J.,	Peterboro, N. H.
Washburn, Annie T.,	Peterboro, N. H.
Williams, Mrs. Eva L.,	West Gardner.

Special Students.

Cleverly, Florence I.,	Leominster.
Eddy, Eugelia T.,	Fitchburg.
Gifford, Maud L.,	Fitchburg.
Gussman, Mary H.,	Westminster.
Lathrop, Elizabeth,	South Gardner.
Mann, Josephine,	Fitchburg.
Whitney, A. Ethel,	Fitchburg.

Kindergarten Course.

Dickinson, Carrie L.,	Granby.

Advanced Course.

Haskins, Adelberta A.,	Fitchburg.
Keough, Florence A.,	Fitchburg.
Kingsbury, Mabel L.,	Sterling.
Libby, Annie L.,	Fitchburg.
Lowe, Florence J.,	Fitchburg.
Morse, Pearle E.,	Gardner.
Russell, Lillian M.,	Fitchburg.
Shafter, Hattie L.,	Littleton.
Storer, Sybil B.,	Leominster.
Thompson, Margaret V.,	Waukegan, Ill.
Thompson, Minerva C.,	Waukegan, Ill.

Graduates of First Class.

ADVANCED COURSE.

Bacon, Sarah M., ... Fitchburg.
Teaching, Boxborough.

Burns, Clara A. M., ... Ayer.
Teaching, Ayer.

Hopkins, Edith M., ... Fitchburg.
Teaching, Townsend.

Horton, C. Blanche, ... Lancaster.
Teaching, West Upton.

Jones, Nan. T., ... Fitchburg.
Teaching, Orange.

Lee, Mary A., ... Fitchburg.
Teaching, Brockton.

Lewis, Rolina H., ... Leominster.
Teaching in Model School at State Normal School, Fitchburg.

Lincoln, Mary A., ... Leominster.
Teaching, Sharon.

McGrath, Mary G., ... Fitchburg.

Monahan, Jane E., ... Orange.
Teaching, Montague City.

Sheehan, Mary F., ... Fitchburg.
Teaching, Lunenburg.

KINDERGARTEN COURSE.

Jubb, Georgiana H., ... Fitchburg.
Kindergarten Assistant at State Normal School, Fitchburg.

TWO YEARS' COURSE.

Ahern, Lorena S., ... Athol.

Bradford, Helen L., ... South Acton.
Teaching, Roxbury.

Brody, Anna M., ... Fitchburg.

Chute, Josephine W., ... Leominster.
Supervisor of Drawing, Greenfield.

Davis, Bessie C., ... Fitchburg.
Teaching, Brook Station.

Day, Florence, ... Fitchburg.
Teaching, Fitchburg.

Donnelly, Margaret M., ... Fitchburg.
Teaching, Fitchburg.

Eaton, Alice L., ... Woodstock, Vt.
Teaching, Woodstock, Vt.

Edgecomb, Eda F., ... Leominster.
Teaching, Leominster.

Fairbanks, Florence L., ... Fitchburg.
Teaching, Oak Park, Ill.

Goodfellow, Maud A., ... Fitchburg.
Clerk at State Normal School, Fitchburg.

Goodfellow, Florence E., ... Fitchburg.
Teaching, Barre.

Gorman, Alice M., ... Gardner.
Teaching, Gardner.

Hackett, May A., ... Fitchburg.
Teaching, Sterling.

Hanigan, Helena K., ... Fitchburg.
Student, Cambridge School for Girls.

Hayes, Mary A., ... Fitchburg.
Teaching, Fitchburg.

Jefts, Ruth M., ... Ashby.
Teaching, Fitchburg.

Keith, Erminnie I., ... Fitchburg.
Teaching, Northfield.

Kilburn, Frances O., ... Sterling.
Teaching, Sterling.

Kinsman, S. Isadora, ... Fitchburg.

Kirby, Annie K., ... Fitchburg.
Teaching, Fitchburg.

McNiff, Abbie M., ... Littleton.

Needham, Mary E., ... Ashburnham.
Teaching, Ashby.

Pettigrew, Annie W., ... Maynard.
Teaching, Rochester.

Priest, Martha C., ... Gardner.

Sawyer, Neva E., ... Malden.
Teaching, Malden.

Shannon, Mary L., ... Fitchburg.

Sheehan, H. Josephine, ... Fitchburg.
Teaching, Fitchburg.

Willard, Lottie J., ... Ashburnham.
Teaching, Ashburnham.

Graduates of Second Class.

TWO YEARS' COURSE.

Andrews, Frank A., ... Fitchburg.
Teaching, Ashby.

Call, Mary L., ... Gardner.
Teaching, Westminster.

Carr, Amy H., ... West Rindge, N. H.
Teaching, Hawley.

Connell, Margaret M., ... Concord.

Day, Cora A., ... Fitchburg.
Teaching, Upton.

Dickey, Marie J., ... Alstead, N. H.
Teaching, Belmont.

Dudley, Blanche E., ... Templeton.
Teaching, Hawley.

Goodnow, Alice V., ... Athol.

Hamilton, Mabel E., ... Baldwinville.
Teaching, East Templeton.

Hare, Mary T., ... Otter River.
Teaching, Templeton.

Haskins, Adelberta A., ... Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Helsher, Ragna K., ... Concord.
Teaching, Lunenburg.

Hughes, Emma J., ... Bedford.
Teaching, Bedford.

Kendall, Nina E. (Mrs. Arthur P. Blood), . . Fitchburg.

Keough, Florence A., ... Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Kingsbury, Mabel L., ... Sterling.
Advanced Course, State Normal School, Fitchburg.

Libby, Annie L., ... Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Lowe, Florence J., ... Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Miller, Florence M., ... Leominster.
Librarian at State Normal School, Fitchburg.

Morse, Pearle E., ... Gardner.
Advanced Course, State Normal School, Fitchburg.

Noonan, Alice T., ... Fitchburg.

Russell, Lillian M., ... Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Shafter, Hattie L., ... Littleton.
Advanced Course, State Normal School, Fitchburg.

Storer, Sybil B., ... Fitchburg.
Advanced Course, State Normal School, Fitchburg.

Stowell, Jennie E., ... South Acton.
Teaching, South Acton.

Thompson, Margaret V., ... Waukegan, Ill.
Advanced Course, State Normal School, Fitchburg.

Thompson, Minerva C., ... Waukegan, Ill.
Advanced Course, State Normal School, Fitchburg.

Walker, Zoë, ... Gardner.
Teaching, Gardner.

NEW STATE NORMAL SCHOOL — FITCHBURG.